

University Of Alberta



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# EXPRESSWAYS

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## Acknowledgments

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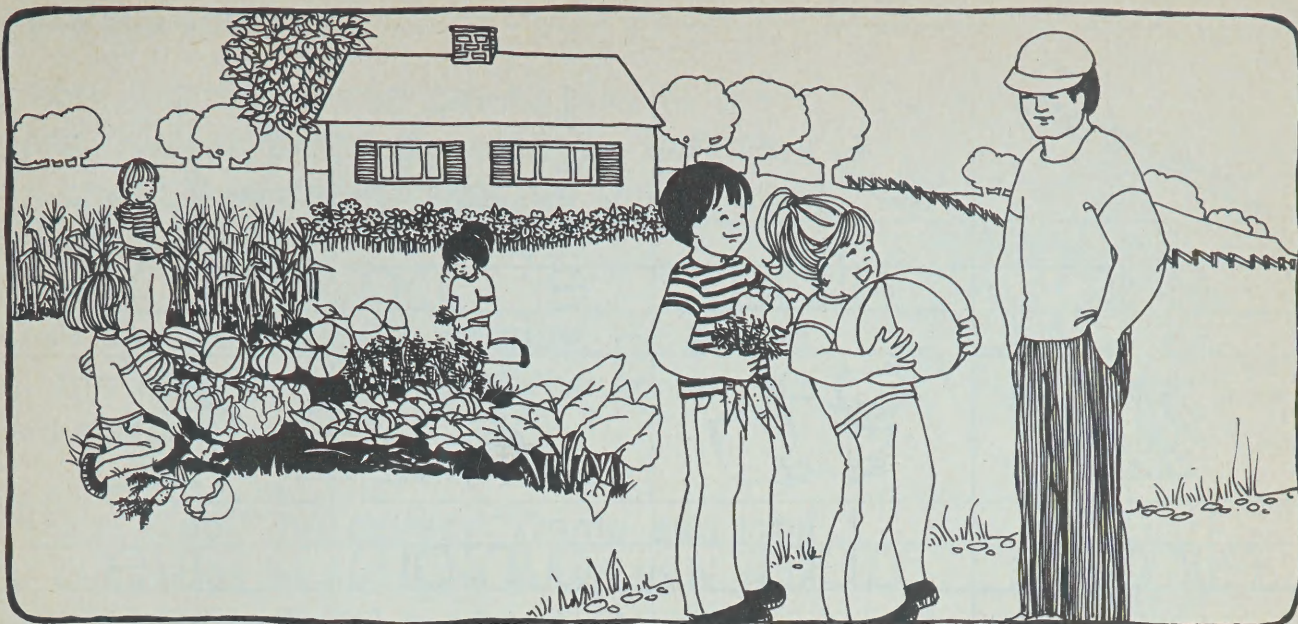
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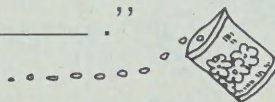
"What a good \_\_\_\_\_ you have!" said Mr. Scott.

"Oh yes," said Cris. "We like to have a garden."

"It is fun to dig down into the \_\_\_\_\_,"  
said Nick.



"And it is fun to plant the \_\_\_\_\_."



"It was fun to see them start to \_\_\_\_\_," said Cris.



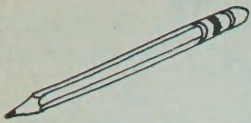
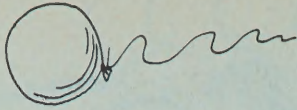






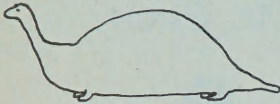



"We planted \_\_\_\_\_ along the house," said Nick.

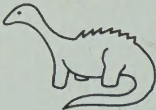








"But we planted \_\_\_\_\_ to eat in the garden."

"Look at the big \_\_\_\_\_ I have," said Cris.

"And I picked some \_\_\_\_\_ and a \_\_\_\_\_  
for our dinner," said Nick.



			
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elicopte	abbi	ountain	ive
			
inosau	ia	a er	i a e

Once a baby inosaur  ran away from the ouse  where it ived. It ran own the oad.  It met a abbit  and a ouse,  and a ear,  and a ion.  But they id not stop. The dinosaur wanted to ind someone to play all.  It had a at  and thought it would be un to it the ball.

**Objective:** Associate sound and symbol (consonants—b, d, f, h, l, m, p, r).

**Directions:** Pupils name each picture and write the missing letters in the words; then read the paragraph and write the letters to complete the missing words.



**Read the story.**

Every day Frank ran out to play in the yard. He ran along the walk as fast as he could. He watched all the things grow in the garden.

One day he went out to play. He looked at the big tree growing in the corner of the garden.

“Mom! Dad!” he called. “Come and look at this. Look at our nice green tree. It is yellow and red and brown. It is nice this way — but I did like our green tree. Who did this? Who painted our tree?”

“Nobody painted it,” said his dad. “It is always like this in the fall. It will grow green leaves again in the spring.”

Frank thought their tree was very, very nice. Every day, he took someone to see it.

“Trees are not always green,” he said. “Our tree is red and yellow and brown.”

One day Frank went to see his nice tree. But it was not yellow or red or brown. All the leaves were on the ground. The ground was red and yellow and brown.

“Mom! Dad!” he called. “Come as fast as you can! Someone picked all our nice colored leaves.”





"Now they are all over the ground. They are all over the garden. And our tree has no leaves! Not one!"

"Nobody picked them," said his mother. "It's always like this in the fall. The leaves fall to the ground. And you and Dad and I will have to sweep them up."

**Write the answers.**

Where did Frank play?

He played

What did Frank think when he saw the colored tree?

He thought

Did Frank like the colored tree?

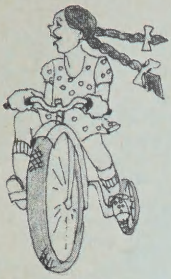
Where did Frank find the leaves one day?

They were

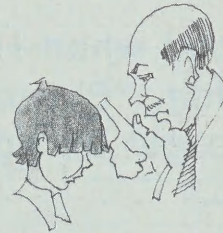
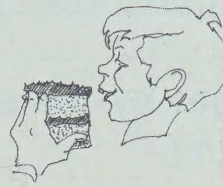
How old do you think Frank is?



**Boy, was I mad!**



**Boy, was I glad!**



**"I had a nice garden with lots of flowers in it."**

**"I could not go out to play. I was not tired, but I had to go to bed."**

**"I had a big balloon, but it broke. Now I don't have a balloon."**

**Objective:** Interpret sentences.

**Directions:** Use after "Boy, Was I Mad!" Pupils read the expressions in the boxes and circle pictures to match each; then read the sentences and write the appropriate expression ("Boy, was I mad!" or "Boy, was I glad!") on each line.



**Read the story.**

Ida was mad. She was in bed but she was not tired. She just had a cold in her head.

Her mother had said, "Stay in bed. That's a fast way to get rid of a cold."

"I want to get up right now," said Ida. "I'm not tired. And I can't sleep all day. I have nothing to do. I can't stay here."

A little bird came and sat by Ida's window. It sang and sang.

"It's not so bad when I can watch the birds," said Ida. "But my head hurts. And I want to get up right now. I have nothing to do."

"Oh, Ida!" said her mother. "I'm tired of hearing you say that. Here's a nice flower. Lie there and watch it grow."

Ida watched and watched and watched.

"It doesn't grow very fast," she said.

But watching it grow made her tired. She went to sleep. And when she woke up her head didn't hurt. And her cold was gone.

"Mother was right" said Ida. "That was a fast way to get rid of a cold."





**Write the answers.**

Why is Ida in bed?

She

Why is Ida mad?

She

and she

What two things did Ida watch?

She

and the

**Write the right words on the lines.**

Ida couldn't sleep. She was not \_\_\_\_\_.

Ida wanted the flower to \_\_\_\_\_.

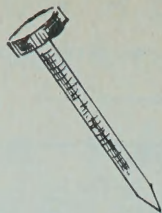
Ida had a cold in her \_\_\_\_\_.

Ida's mother was \_\_\_\_\_.

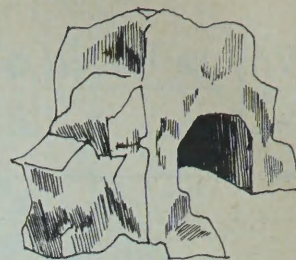


Write the words.

a nail



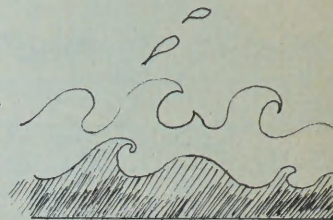
a cave



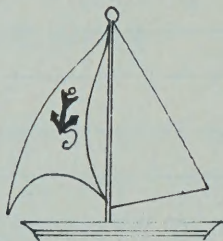
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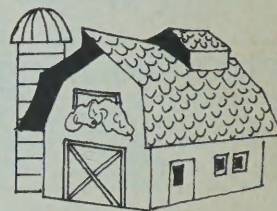
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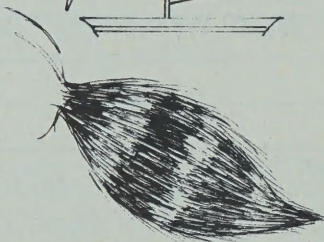
a



a barn



a



some



Circle the word that answers the question.

What can you make?      a lake or a cake

What can you take?      a bake or a rake

What likes cake?      a house or a mouse

What can a bird make?      a nest or a best

What can you sleep in?      a tent or a went

What can you ride in?      a van or a pan

What do you hang clothes on?      a line or a vine

*Objective:* Associate sound and symbol; consonants; comprehend questions.

*Directions:* Pupils write the words to match the pictures at the top of the page; then read the questions and circle the answers.



**Read the story.**

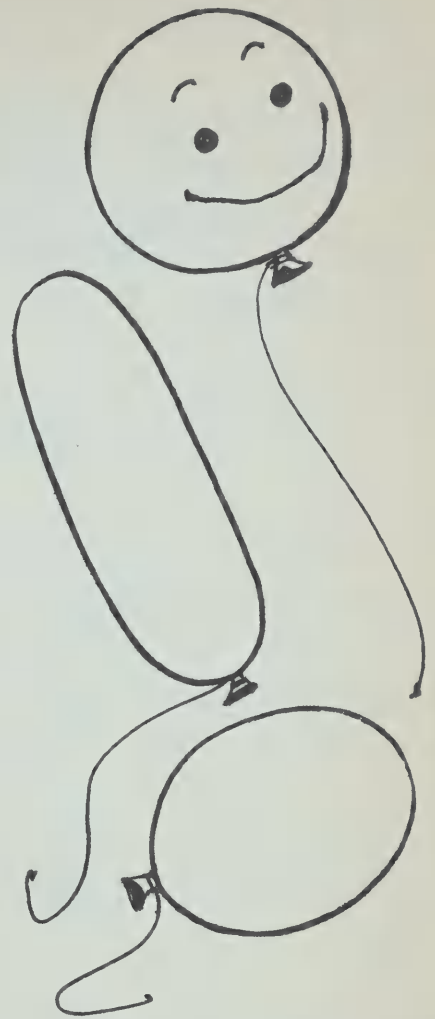
One day Lena went to the store. She saw a picture in the window. It was a picture of balloons. There were round ones and there were long ones.

“I’ll buy a round one,” Lena said.

Then she said, “I think I’ll change my mind. I’ll buy a long one and put a long string on it. I’ll tie it on the clothes line. It will look pretty. Just like the one in the picture.”

So Lena went into the store to ask for a long balloon. She gave the storekeeper the money.

Then she went home to ask her dad for a long string to put on the balloon. And she tied the balloon to the line.



**Write the answers.**

What did Lena see in the window? \_\_\_\_\_

What kinds of balloons were in the picture? \_\_\_\_\_

What kind of balloon did Lena buy? \_\_\_\_\_

What did Lena put on the balloon? \_\_\_\_\_

Where did she put the balloon? \_\_\_\_\_

*Objective:* Recognize core vocabulary; comprehend story detail; answer questions.

*Directions:* Pupils read the story and write the words that answer each question. Teacher-directed follow-up. Use *Teacher's Sourcebook*, page 31.



Marty's dad had a long **talk** with her.

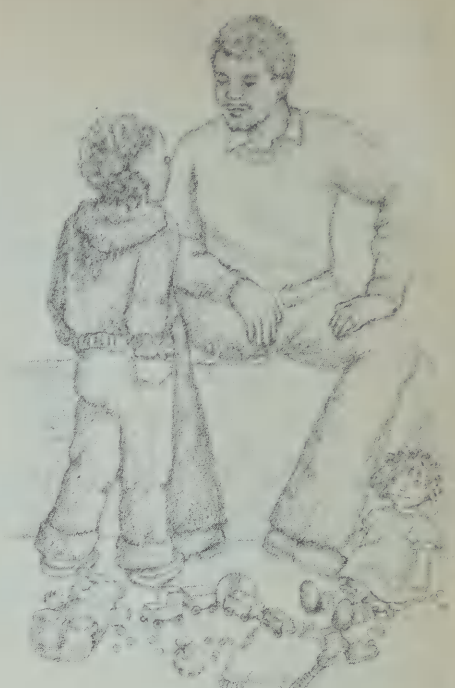
He said, "I am very **busy** at work. Your mother is very **busy** at her job too. We can't do **much** work at home. You will have to help, Marty. You will have to do your **share**."

Marty's dad was very **serious**. He really wanted Marty to help.

She said, "I can **clean** up my room. I can keep it **tidy**. It is not **tidy** now. My **toys** are not in the **toy** box. They are **scattered** all over the room. I will **pick** them up. I will hang up my **clothes**."

"Good," said her dad. "Keeping your room **clean** will be your **share** of the work."

"That's **fair**," said Marty.



**Write the answers.**

1. Why must Marty help with the work? \_\_\_\_\_

2. What jobs must Marty do now? \_\_\_\_\_



**Circle the right word.**

A baby bear is called this.	<b>cab</b>	<b>cub</b>
You put this on top of a pan.	<b>lid</b>	<b>lad</b>
People take a bath in it.	<b>tab</b>	<b>tub</b>
A dog or a cat can be one.	<b>pit</b>	<b>pet</b>
You put this on your head.	<b>hat</b>	<b>hit</b>
You put this on your head too.	<b>cup</b>	<b>cap</b>
You can cook things in it.	<b>pin</b>	<b>pan</b>
You play ball with it.	<b>bat</b>	<b>but</b>
You can put things in it.	<b>bug</b>	<b>bag</b>
This makes a good pet.	<b>pop</b>	<b>pup</b>
You play hockey with it.	<b>pack</b>	<b>puck</b>
You have it on the door.	<b>luck</b>	<b>lock</b>
People eat this at dinner.	<b>bin</b>	<b>bun</b>
Some people eat this for dinner too.	<b>him</b>	<b>ham</b>

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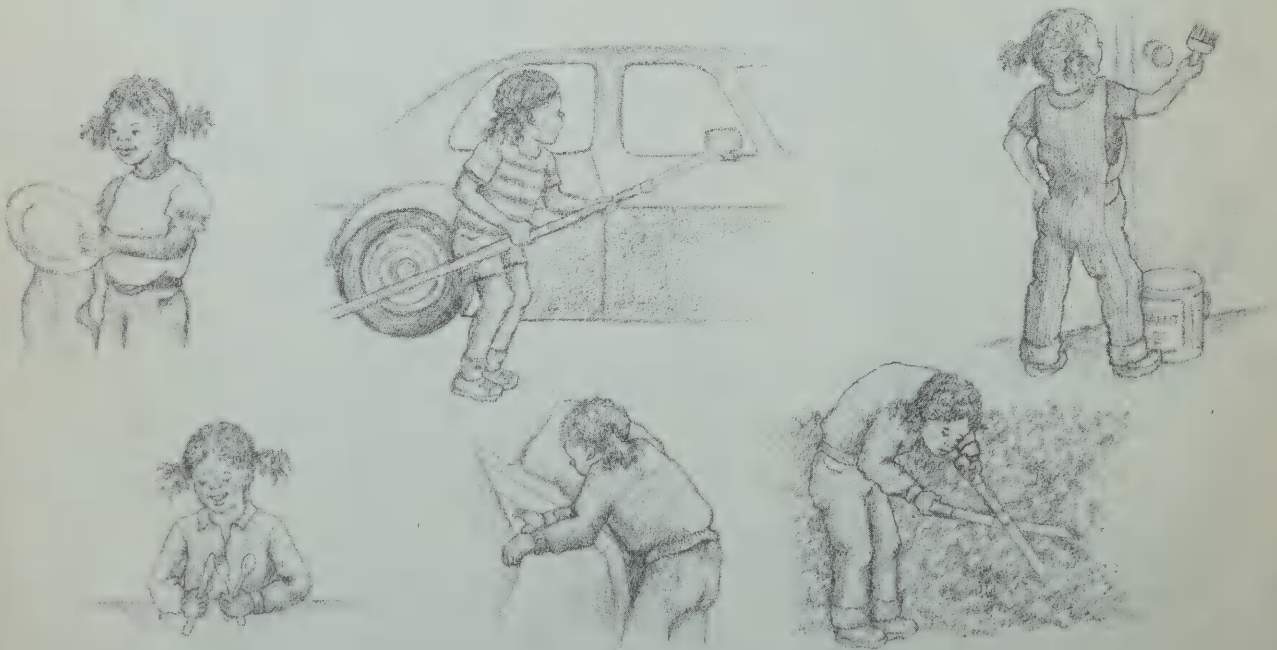


Marty went to play with her friend.  
She talked about helping.  
What do you think she said?

**Underline the sentences that tell you.**

1. My dad said I had to help.
  2. I'm going to run away if I have to help.
  3. Dad took a picture of me helping.
  4. It's nice to help your mom and dad.
  5. I helped to make the garden pretty.
  6. My dad liked what I did in the garden.
  7. It took a long time to wash the car.
  8. My dad said I had to make dinner.
  9. I can make my bed.
  10. My mother told me not to help.
  11. We had a good cake. I helped cook it.
- 

Marty's dad said, "Good for you!"



---

*Objective:* Recall story ideas; comprehend sentences.

*Directions:* Pupils underline each sentence that tells about Marty's experiences in helping; then they mark the pictures that match the sentence in the last box.



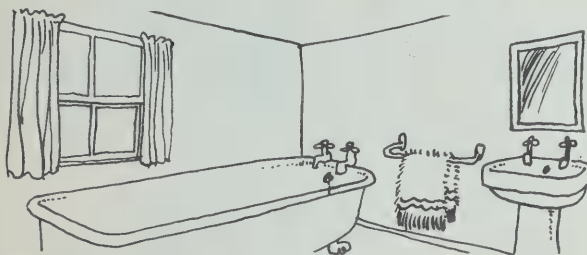
Circle the right words.

Which would you find here?



cup	tent	sink	pot
bed	dish	ham	hit
pan	cans	mug	lid

Which would you find here?



tub	cold	brush	tap
pet	sink	red	bus
mat	hid	glass	dish

Which would you find here?



bed	sink	hat	vest
mat	cap	lamp	desk
bus	rug	dress	mitts

Which can you eat?    mat           plum           pans           ham           stand

                 milk           pets           jam           buns           candy

Which can run?    dog           cub           cup           pig           hen           big

                 man           doll           pup           pet           fun           cat

Which are colors?    red           ran           black           can           pink



## Read the story.

One night Marty had a dream. It was a very bad dream. She dreamed her dad **told** her to help. So she did.

She **told** the kids she **could** not play. She **told** the teacher she **could** not go to school. She helped and she helped and she helped.

She tried to wash the **pretty** dishes. But she dropped them one **by** one. Soon there was just one **left**.

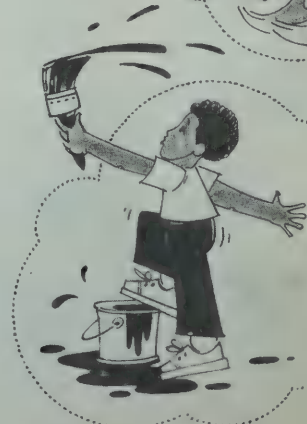
She put a **pretty** cloth on the table. But she spilled milk all **over** it.

**After** that she went out and cut the grass. But she cut all the flowers too. There was not one **left** in the **garden**.

A dog took one **of** the flowers and ran **away** with it. Marty ran **after** the dog. She ran **as fast as** she could. She tripped on the hose and fell. She fell **right** on her dad's best plants.

**After** that she **thought** she should get rid of the plants. So she dug **them** up and took them **away**. Soon not one was **left**.

**After** that Marty thought she would paint the door. She got some red paint and went to work.



*Objective:* Recognize core vocabulary; note detail; comprehend sentences.

*Directions:* Teacher-directed. Use *Teacher's Sourcebook*, page 39. Independent use: Pupils underline the sentences that tell about the dream.

“That’s nice!” she said. “That’s very, very pretty.”

Soon after that Marty’s mother and father came home.

“I can help a lot,” she told them. “Look at the pretty door.”

“It is very nice,” said her dad.

He looked at it for a long time. Then he told her not to help any more!

What a bad dream!!



---

**Underline sentences that tell what happened in Marty’s dream.**

1. Marty painted the door green.
  2. Marty’s dad told her to help.
  3. A dog dug up all the flowers.
  4. A dog ran away from Marty.
  5. Marty ran after a dog.
  6. Marty put the pretty dish on the table.
  7. Marty left some flowers in the garden.
  8. Marty’s dad said he liked the red door.
  9. Marty fell right on top of the plants.
  10. Marty’s dad told her not to go to school.
  11. Marty broke the nice dishes.
-



Mrs. Bundy is a house painter. She paints houses for a living.

One day she had to paint a big old house. It was the worst looking house she had ever seen.

It was very hard work to paint it. When she went home she was tired and hungry. She ate her supper but she was still hungry.

Then she remembered the cake she was going to eat the next day. She glanced at it and then looked away. Then she looked at the cake again.

"Maybe I could eat some of it now," she said. "Perhaps a very little bit."

For a minute she could not make up her mind. Then she decided. She would eat a little piece. So she did.

The cake tasted very good. So she had another piece. And another. And another.

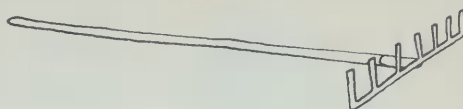
Soon the cake was all gone!  
She had eaten the whole thing!

That evening she had to make another cake.



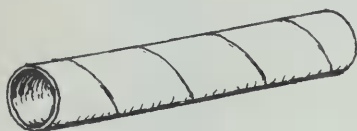


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rat  
rake



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bake  
back

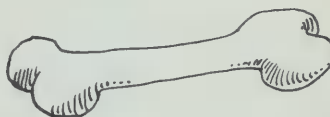


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bike  
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dim  
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a

a



street  
grapes  
scat  
grab  
skates  
great





## Read the story.

Once there was a giraffe who wanted to work. He looked and looked for a job.

But all the people said, "Come another day. We have no jobs that you can do!"

Giraffe tried to drive a truck. But he could not do that. His neck was too long. His head stuck out of the top of the truck.

"I'll have to get another job," he said.

Giraffe tried to teach school. But he could not do that. His neck was too long. He could not get in the door.

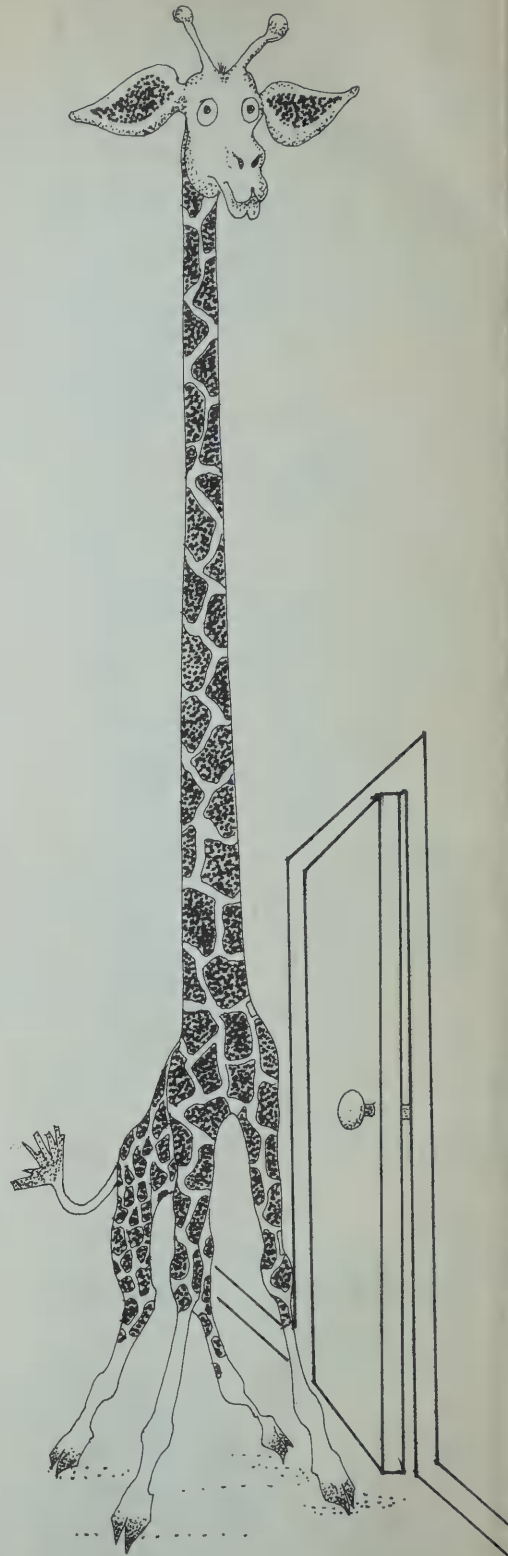
"I'll have to get another job," he said.

Giraffe tried to be a cook. But he could not do that. His neck was too long. He could not see what was in the oven. And the food all burned.

"I'll have to get another job," he said.  
"But I don't think I'll find one. I don't think there is a job I can do."

Poor Giraffe cried as he walked down the street.

Giraffe met a little rabbit by a big old house. The rabbit was crying too.



"Why are you crying?" asked Rabbit.

"Because I can't find a job I can do," said Giraffe. "Why are you crying, Rabbit?"

"Do you see that big old house?" said Rabbit. "I have to paint it. But I can't paint that house. I can't get up to the top of the windows. I can't get up to the top of the doors. I am too small to paint a big old house."

"I'll help you," said Giraffe.

He bent his head down.

"Hop up on top of my head, Rabbit," said Giraffe. "I will lift you up to paint that big old house. I will not look for another job. We will be house painters together!"

And that's what they did!



---

**Answer the questions in your notebook.**

1. What jobs did Giraffe try to do?
  2. Why could Giraffe not do the jobs?
  3. What was Rabbit's job?
  4. Why could Rabbit not paint the house?
  5. How did Giraffe help Rabbit?
-



<p><b>Write the words.</b></p> <p>We can _____ on the ice.</p>	<p>scale skate skim scat</p>
<p>Kate went to ride her _____ .</p>	<p>bite bake bike bit</p>
<p>Kim rode home on a _____ .</p>	<p>plot plate plane plan</p>
<p>Pete ran from the _____ dog.</p>	<p>huge hug hard hedge</p>
<p>Get a _____ and tie up the dog.</p>	<p>ripe ride rope rap</p>
<p>What time did you _____ up?</p>	<p>will wake wish woke</p>
<p>The dog will hide his bone in a _____ .</p>	<p>hope hot hole home</p>

*Objective:* Write words to complete sentences; identify words with long vowel sounds.

*Directions:* Pupils read each sentence, choose the word to complete it, and write it in the space provided; then they mark all the letters that stand for the long vowel sound (ice).



popcorn



spaceship



wishbone



mailbox

paintbrush

teapot

weekend

cookbook

bathtub

dustpan

playground

birthday

I will buy the \_\_\_\_\_ with the flowers on it  
for my mother. She will make tea in it.

I want a big \_\_\_\_\_. I'm going to paint  
a big wall, so I need it.

Get a broom and sweep the floor. I will get the \_\_\_\_\_  
and help you.

There is lots of soap and water in the \_\_\_\_\_.  
You can take a hot bath.

I need a \_\_\_\_\_ to make a cake.

**Objective:** Recognize the root words in compound words. Write words to complete sentences.  
**Directions:** Pupils read the compound words in each box and write the two root words on the lines. They draw a line to divide each of the next group of compounds to show the root words, and then write one of the compounds to complete each sentence.



**Read the story.**

Once there was a very funny monkey who lived at the top of a tree. As soon as she woke up, she put on a hat. She had hundreds of hats. But she always wanted another.

Every time she met another animal with a hat, she said, "I like that hat. I need another hat. Leave it at the top of my tree."

Because she was very big and very strong, the animals did what she said. There were hundreds of hats at the top of the tree. But there was always room for another.

Once the funny monkey went for a long walk. She met a baby monkey.

"I need \_\_\_\_\_ hat," she said. "\_\_\_\_\_ that hat at the \_\_\_\_\_ of my tree."

She met a little tiger. "I need \_\_\_\_\_ hat," she said. "\_\_\_\_\_ that hat at the \_\_\_\_\_ of my tree."

Then the monkey met a girl. "I need \_\_\_\_\_ hat," she said. "\_\_\_\_\_ it at the \_\_\_\_\_ of my tree."

"I can't," said the girl. "I can't get up to the \_\_\_\_\_ of the tree."



“Put it on top of my head,” said the monkey.

“You have a hat on your head,” said the girl.

“Put your hat on top of my hat,” said the monkey.

“What will I wear on my head?” asked the girl.

“Get another hat,” said the monkey, and ran to the top of the tree.

**Underline the sentences that tell about the story.**

A girl had a lot of funny hats.

The monkey always wanted another hat.

The monkey lived in a house.

The monkey took the tiger’s hat.

The monkey took an elephant’s hat.

The monkey lived at the top of a tree.

The monkey said, “Put your hat on the tip of my tail.”

The girl didn’t give her hat to the monkey.

The monkey always wanted bananas.

The girl left her hat at the top of the tree.

The animals were afraid of the monkey.

The girl always asked for another hat.

**Think about the story of the monkey.**




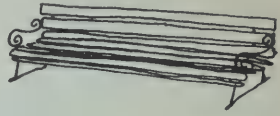




**Draw a picture to go with it.**

**Write a sentence about your picture.**

---



sh ch wh th qu

			
istle	umb	op	ben
			
pa	op	een	di



He wants to the



She drinks for



This hid in a

bush dog catch lunch milk

a b c d e f g h i j k l m

a

n o p q r s t u v w x y z

n

a b c d e f g h i j k l m

a

a

n o p q r s t u v w x y z

n

n



## Read the story.

Jan went outside right after breakfast.  
He wondered what to do.

“There’s nothing to do around here,” he said. “I don’t mind when Pat’s here to play with me. But she went fishing with Dad.”

“I wish I could go fishing,” Jan said.  
“But no one will take me. I think I’ll pretend I’m going to the lake.”

Jan got a box of cookies to eat. He pretended it was his lunch.

He got a toy plane. He pretended he was a pilot flying to the lake.

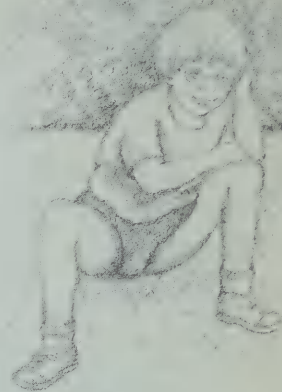
He pretended to land the plane in the back yard. And he pretended to put up a tent.

Then he crept into the bushes in the yard. He pretended he was going to the lake.

But then he heard something! He heard a branch crack. And he heard soft footsteps. He wasn’t pretending now!

Quickly he looked around! What was it?

A big brown animal saw him. It crashed through the bushes and jumped on him!  
It was his dog!





house



clown

What are the words?

south	sour	loud	pout	pound	cow
growl	count	how	down	powder	shout
sound	frown	round	out	howl	mouth

---

**Write the words.**

Lisa heard a \_\_\_\_\_ outside the tent.

Don't put that gum in your \_\_\_\_\_.

She couldn't drink the \_\_\_\_\_ milk.

That loud \_\_\_\_\_ sounds like a bear.

Get a stone and \_\_\_\_\_ the lid.

Don't \_\_\_\_\_ if you don't get a candy.

A ball is \_\_\_\_\_.

Can you \_\_\_\_\_ ten cows?

---

*Objective:* Apply phonic knowledge; write words to complete sentences.

*Directions:* Pupils identify each word at the top of the page and underline the letters that stand for /ou/; then they write one of the words to close each sentence.



**Read the story.**

Britt came out of the house. It was a nice day. There was not a cloud in the sky.

"What will I do?" wondered Britt. "If I had a ball, I could bounce it. If I had a boat, I could float it on the pond. If I had a balloon, I could blow it up."

Then she said, "I know what I will do. I will count my money and go down the road to the store."

Just then Cam shouted, "Come on, Britt. There's a clown coming downtown. The clown's got a brown goat that pulls a wagon. The wagon has a load of candy. The clown throws the candy to people."

"Good," said Britt. "I'll get my coat."



---

**Write the words.**

Britt could \_\_\_\_\_ up a balloon.

The clown would \_\_\_\_\_ candy.

The clown's goat was \_\_\_\_\_ .

Britt could \_\_\_\_\_ a ball.

The store was down the \_\_\_\_\_ .

---

**Look at the underlined words.**

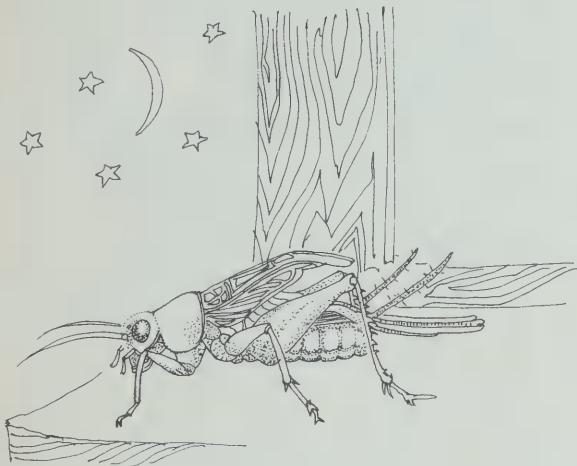
**Find all the words with the o sound.**

**Write the words in your book.**

---



This is a grey squirrel. It is looking for food. You can hear the sound of the leaves rustling when the squirrel runs along the ground. It wants to find the nuts that have fallen from the tree.



This is a cricket. A cricket is not very big. Sometimes crickets sit by your doorstep and sing. They don't sing the way you do. They make a shirring sound with their wings. That is a cricket's song. Crickets like to sing in the dark at night.



Did you ever see a caterpillar? Some caterpillars are furry. People call them "woolly-bear" caterpillars. Sometimes they curl up in little balls and won't uncurl. You could see a caterpillar on a leaf, or on a bit of bark under a tree.

Have you ever seen:



a ladybug with  
spotted wings?



a black beetle  
digging a hole?



a spider  
on a web?



a brown  
moth?

## Read the poems.

### Only My Opinion

Is a caterpillar ticklish?  
Well, it's always my belief  
That he giggles, as he wiggles  
Across a hairy leaf.

*Monica Shannon*

Once I saw a little bird  
Come hop, hop, hop  
So I said, "Little bird,  
Will you stop, stop, stop?"

I was going to the window  
To say, "How do you do?"  
But he shook his little tail  
And far away he flew.

*Mother Goose*

### Cricket

A cricket does a peculiar thing —  
He sings with his wings!  
He sits in the dark  
Leaps like a spark  
Hops, stops, rubs his wings,  
And sings!

*Patricia Banigan*

### The Tickle Rhyme

"Who's that tickling my back?"  
said the wall.  
"Me," said a small  
caterpillar. "I'm learning to crawl."

*Ian Serrailer*

What sings with its wings? \_\_\_\_\_

What was on the wall? \_\_\_\_\_

What could you find on a leaf? \_\_\_\_\_

What sings at night? \_\_\_\_\_

What didn't stay to talk? \_\_\_\_\_

**Draw a caterpillar that giggles.**




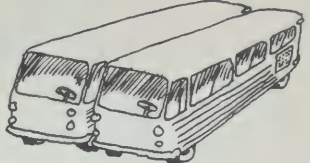
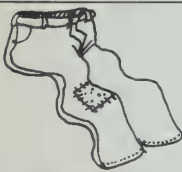






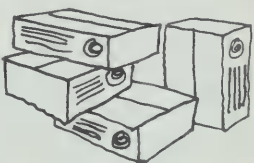
**Draw a cricket singing in the dark.**

*Objective:* Comprehend ideas expressed in poetry; read poems.

*Directions:* Read the poems with the pupils. Then pupils answer the questions and follow the directions at the bottom of the page.



Write s or es to finish the words.

 	 
a car    three car _____	a bus    two bus _____
 	 
a patch    patch _____	a dish    some dish _____
 	 
a bird    two bird _____	a box    four box _____

Look at all the words with \* in front of them.

Circle them if they mean "one".

Underline them if they mean "more than one."

Lisa wanted to sleep in her \*tent. She got two \*boxes of cookies for a \*lunch. She got a \*light so she could see after dark.

She told Bob she didn't mind the \*bears. But she watched for them just the same. She looked behind the two big \*bushes in the yard. She looked around the \*tree. She saw a \*bird. She saw \*squirrels. But not one \*bear.

*Objective:* Recognize plurals formed by adding *s*, *es*.

*Directions:* Pupils complete the words by writing the appropriate endings. They read the paragraph, circle the singular nouns, and underline the plural ones.

A B C D E F G H I J

A

K L M N O P Q R S T

K

U V W X Y Z A B C D

U

E F G H I J K L M N O



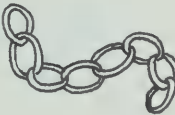

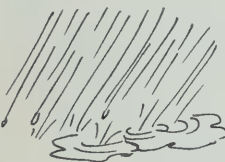



E

P Q R S T U V W X Y Z

P

Write a word under each picture.

nail      paint      rain      chain  
 spray      hay      pail      tray

Write a word on each line.

train      tail      clay      day      paid

Make a cat out of the \_\_\_\_\_.

Did you ride to the city on a \_\_\_\_\_?

I \_\_\_\_\_ for the balloon.









A monkey has a long \_\_\_\_\_.

It rained all \_\_\_\_\_.



Write a word under each picture.

sheep    hook    queen    school  
cook    stool    sleep    moon

Write a word on each line.

feed    broom    stood    room    seeds

The man \_\_\_\_\_ up and walked away.

Is there \_\_\_\_\_ in the bus for you?

I want to \_\_\_\_\_ the birds in the park.

Toad put \_\_\_\_\_ in his garden.

I need a \_\_\_\_\_ to sweep with.

1. Once Frog had a nice garden.
  2. There was a funny sound in the trees.
  3. I told you to go to sleep.
  4. I will ask Mother for some paint.
  5. Have you seen the picture I painted?
  6. Put that old hat on your head.
  7. I will leave my boots at the door.
  8. One day I lost my dog.
  9. It is too cold to sleep in a tent.
  10. We had to stand in line for a long time.
  11. Canada is a pretty country.
  12. I left my books on top of my desk.
  13. You can't run fast when you're tired.
  14. I want to grow a garden in the back yard.
  15. Dig up the ground and make a small garden.
  16. I can see another light at your house.
  17. Will you change the color of your house?
  18. I heard the dog bark and then run away.
  19. Blue is the right color for this kind of house.
-

One sunny day Pete went for a walk with his shadow. Pete walked slowly down a little trail.

He saw rows and rows of pretty yellow flowers. A little gray mouse with a long tail ran into a hole. A brown owl and a black crow sat in a big green willow tree.

Soon Pete came to a lake. There was a sailboat on the lake. There were fish in the lake. Pete saw three big trout.

Then the sun went away and the wind began to blow. It made a howling sound. The big white clouds turned to gray.

"It's going to rain," said Pete. "I can't stay here. Come on, Shadow. Let's go home now."

Pete and his shadow ran all the way home!



What went for a walk with Pete? \_\_\_\_\_

What color were the flowers? \_\_\_\_\_

What ran down a hole? \_\_\_\_\_

What was in the tree? \_\_\_\_\_

What did Pete see at the lake? \_\_\_\_\_

How did Pete know it was going to rain? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



One sunny day Pete and his shadow were playing in the garden.

**Underline the things Pete saw in the garden.**

a nodding purple flower

girls reading

a hose spraying water

fast cars

a black beetle

an orange hat

a tiger

the bright sun

green and yellow leaves

singing birds

a brick wall

a round table

a fuzzy caterpillar

cats and dogs

a black and yellow bee

a dark cloud

---

One night there was a big snowstorm. What did the boys and girls see the next morning when they went to school?

**Underline the words.**

puddles

a snowplow

a girl on a sled

a bluebird

summer shorts

a boy on a bike

broken trees

a man shovelling snow

green grass

a red scarf

a sanding truck

cars going fast

a big white snowman

children throwing snowballs

---

**Think about things you see on your way to school.  
Write three things you see.**

---

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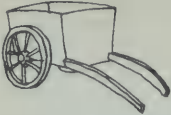




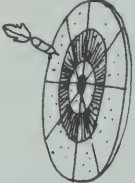






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cord cart curb		firm fern farm		star stir store		burn barn born	
fur far for		dirt dart door		fire far fir		far fork fire	
porch perch purse		corn card curl		herd harp hurt		bark burn bird	

**Read the story. Underline the words that have the same vowel sound as bird.**

Karl was playing in the garden. He found a little turtle under a birch tree. He ran to the porch and called to his mother.

"I found a turtle," he said. "Where can I put it?"

"In the purple bird cage," said his mother. "Be careful. Don't hurt the turtle."

Karl put some dirt and some water in the cage. Then he called the girls and boys.

"Hurry! Come and see my pet turtle," he said.

*Objective:* Associate sound and symbol: /är/, ar; /ô/, or; /êr/, er; ir, ur; read sentences.

*Directions:* Pupils circle the word that matches the picture. In the second part, pupils read the story and mark the words that have the same vowel sound as BIRD.

**Underline all the words that tell what you might hear.**

When you are at home in the morning

Mother calling	bell ringing	singing
toast	baby crying	bears growling
honk! honk!	milk	TV
a purple sheet	a school bus	books

---

When you are at the supermarket

candy	a dog barking	feet walking
people talking	buzz-zz!	crash!
bell ringing	giggling	a box dropping
a bus	bang!	honk! honk!

---

When you are on the playground

swings	bang! clang!	children shouting
giggling	a bell ringing	the yellow sun
slide	children running	wind
a white cloud	talking	a dog barking

---

**Think about things you hear on your way to school.**

**Write three things you hear.**

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## Spiders

Spiders are so sort-of-thin  
whatever do they keep it in —  
the yards of thread they need to spin?

*Aileen Fisher*

Spiders are:    thick    thin    third    thirsty

Spiders need:    thin    thorns    thread    three

Spiders make:    nests    cobwebs    holes

## Caterpillars

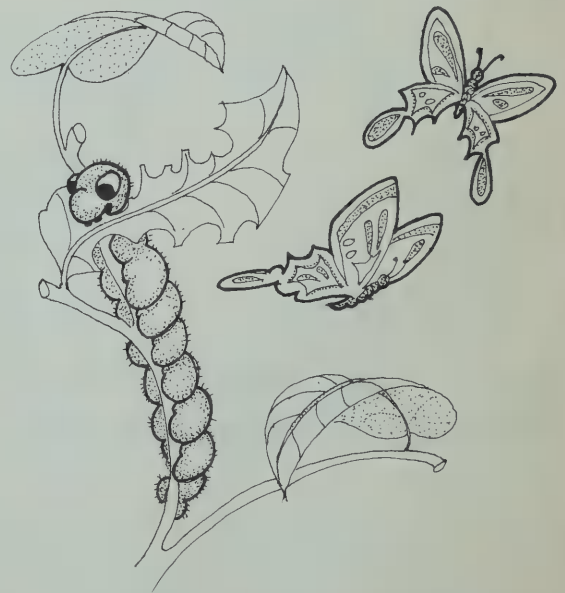
What do caterpillars do?  
Nothing much but chew and chew.

What do caterpillars know?  
Nothing much but how to grow.

They just eat what by and by  
will make them be a butterfly.

But that is more than I can do  
however much I chew and chew.

*Aileen Fisher*



Caterpillars can:    growl    chew    crow    grow

A caterpillar turns into a:    bumblebee    butterfly    beetle

*Objective:* Read a poem; enjoy a poem; note details in a poem.

*Directions:* Teacher-directed. Use *Teacher's Sourcebook*, page 122. Pupils read the poems and complete the sentences by circling the correct word.

## Read the story.

Tiger was a little cat with orange fur and black stripes.

Tiger liked the grasshoppers, ants, and beetles that lived in the yard. She would sit very still and look at them.

One day Tiger saw a little ant. She put her paw on the path. The ant bumped into it and fell over. Tiger thought this was fun.

She pushed a black beetle over on its back. Tiger liked teasing the insects.

Soon something black and yellow buzzed around Tiger's head. Tiger slapped at it, but it wouldn't go away. Then something sharp bit her nose.

"Meow-ow-ow-ow!" cried Tiger. "Now I know what it is. That bee stung me!"

### Underline the right endings.

1. The cat was called Tiger because:  
she could roar.  
her fur was black and orange.  
she was big.

2. Which ones are insects?  
birds      ants      flowers  
beetles      grass

3. Tiger was teasing insects when  
she chased the leaves.  
she pushed the beetle over.  
she slapped the bee.

4. The bee stung Tiger when  
it sat on a flower.  
it sat on her nose.  
it buzzed around her head.

## Limericks

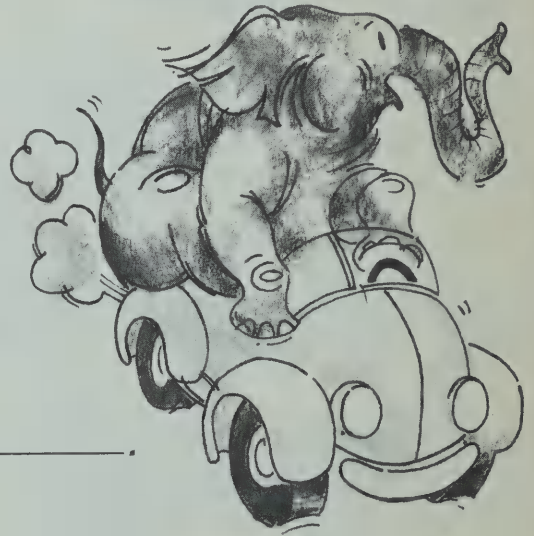
A bear tripped over a rose  
And really scratched his big n \_\_\_\_\_.  
So the rest of the day  
He sat by the b \_\_\_\_\_.  
And cooled his nose with a h \_\_\_\_\_.

---



An elephant went for a ride  
In a car that was not very w \_\_\_\_\_.  
The poor beast got stuck  
He was saved by a tr \_\_\_\_\_.  
If he hadn't been brave he'd have cr \_\_\_\_\_.

---



A tiger had a strange dream  
That she played on a big hockey t \_\_\_\_\_.  
She raced down the ice  
With a box full of m \_\_\_\_\_.  
And made the people all scr \_\_\_\_\_.

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*Objective:* Use context and phonic cues to close sentences.

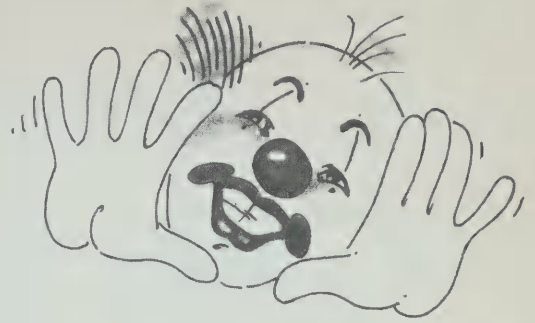
*Directions:* Pupils read each limerick and finish the lines by writing a rhyming word using the initial consonant(s) as a cue.



**Underline the right endings.**

A clown's mask

looks like a funny face.  
helps the clown go to sleep.  
makes girls and boys laugh.



Dogs and cats are

children's toys.  
children's pets.  
good pets for girls and boys.



A bird's home

has windows and doors.  
is in the branches of a tree.  
is made from little sticks.



You could ride to school

in an airplane.  
in your mother's car.  
on your friend's bike.

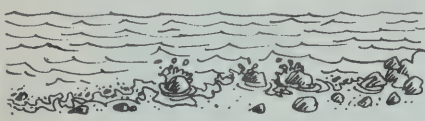
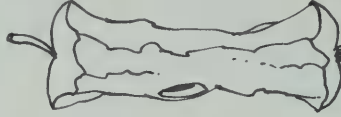
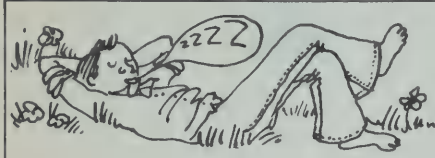


In their lunches, girls and boys bring

storybooks	orange pop	cake
sandwiches	pencils	a candy
a cookie	toys	apples



care core | share shore | score  
snare snore | stare store | square



ar

or

You can ride a h\_\_se at the f\_\_m.

The c\_\_h\_\_n went "Honk! Honk."

When may I st\_\_t to read my st\_\_y?

Are you sh\_\_t or tall?

I got a funny birthday c\_\_d.

The wind is blowing. The clouds are d\_\_k.

There will be a st\_\_m.

**Objective:** Associate sound and symbol: /ä/, ar; /āf/, are; /ô/, or, ore; read sentences.

**Directions:** Pupils write the correct word under each picture; then complete each word in the sentences by writing in the missing letters.

## Painters at Work

Painters help to keep buildings looking nice. Some painters work in houses. Some work in schools. Other painters work in big stores, offices, and apartment buildings.

Painters wear work clothes. Sometimes the paint drips on their clothes.

When painters work in a house, they cover the floors and the furniture with big pieces of plastic. The plastic keeps the paint off.

Painters use brushes and rollers. They dip the brush or roller in the paint. Then they spread the paint on the wall. They move the brush or roller up and down.

Sometimes painters stand on ladders. Sometimes they put a very long handle on the paint roller. Then they can reach into high places.

---

Name three places painters work. \_\_\_\_\_

---

What tools do painters use? \_\_\_\_\_

---

Why do painters use ladders? \_\_\_\_\_

*Objective:* Understand the main idea.

*Directions:* Teacher-directed. Use *Teacher's Sourcebook*, page 139.

*Independent use:* Pupils answer the questions.



down	The funny _____ wore a yellow _____ .
show	A turtle is very _____ . The grass doesn't _____ when the _____ is on the ground.
dip	It's fun to hop and _____ . We took a _____ on a train.
sing	The flowers start to grow in the _____ . I like to ride on a _____ . May I _____ my puppy to school?
gate	We like to _____ on the ice. The cookies are on the _____ .
rocks	We can make lots of things with _____ . There are two _____ in our room.
dog	A big green _____ is on the log.
hum	The prince is playing a _____ .
cane	A _____ can go very fast.

*Objective:* Assessment: associate sound and symbol; consonant blends; close sentences.

*Directions:* Pupils close each sentence by writing words that begin with a consonant blend and rhyme with the key word on the left.

## Canadians at Work

1. People who work on farms are called farmers. Some farmers work with animals. They work to give us meat and milk and eggs. Some farmers grow vegetables. Other farmers grow fruit trees. They work hard to grow apples, peaches, and pears.
2. Some people use big machines. The garbage collector drives a truck with a big box on the back. The street cleaner drives a big sweeper up and down the city streets. The snowplow driver pushes the snow off the road with a big snowplow.
3. We can buy things from people who work in stores. The baker has good bread and cookies in the bakery. The clerk in the shoe store will find some shoes for you. In another store a clerk will help you find a new coat.

\_\_\_\_\_ People work with machines.

\_\_\_\_\_ People work in stores.

\_\_\_\_\_ People work on farms.

---

*Objective:* Read paragraphs; understand the main idea.

*Directions:* Pupils read each paragraph, the three sentences below the paragraphs, and write the number of the paragraph beside the sentence that expresses the main idea.



tall

tall

tall

**Read the sentences. Circle "Yes" or "No."**

- |   |     |    |
|---|-----|----|
| 1. An elephant is smaller than a mouse.   | Yes | No |
| 2. A girl, a horse, and a turtle were running a race. The turtle was the slowest. | Yes | No |
| 3. The moon and stars and sun are bright, but the sun is the brightest.           | Yes | No |
| 4. Can you jump higher than a kangaroo?   | Yes | No |
| 5. Nighttime is darker than daytime.  | Yes | No |
| 6. Ice cream is colder than candy.  | Yes | No |
| 7. Are you shorter than your mother?  | Yes | No |
| 8. The weather is coldest in the summer.  | Yes | No |
| 9. Can you dive into the deepest part of the pool?                                | Yes | No |
| 10. Cars, trucks, and planes all go fast, but airplanes are the fastest.          | Yes | No |



**Write more words in the sentences.**

1. The man is painting.

The \_\_\_\_\_ man is painting \_\_\_\_\_

---

2. Mr. Jones told a story.

Mr. Jones told a story about \_\_\_\_\_

---

3. The truck made a noise.

The \_\_\_\_\_ truck made a \_\_\_\_\_ noise.

The \_\_\_\_\_ truck made a \_\_\_\_\_

noise when \_\_\_\_\_

---

4. The dog is jumping.

The \_\_\_\_\_ dog is jumping.

The \_\_\_\_\_ dog is jumping on \_\_\_\_\_

---

5. We pushed the tire.

We pushed the \_\_\_\_\_ tire.

We pushed the \_\_\_\_\_ tire \_\_\_\_\_

---

*Objective:* Expand sentences.

*Directions:* Pupils read the first sentence in each group of sentences; then expand each sentence by writing words in the blanks.

## People at Work

1. Jack lives in the city. He sees people at work every day.
  2. The letter carrier brings the mail to Jack's house. Sometimes there is a letter for Jack from his granny. One day the letter carrier had a box for Jack. It was a birthday present.
  3. Jack goes to see the doctor when he's sick. The doctor looks at Jack's throat. Then he tells Jack's mother to get some pills for Jack. Jack gets better.
  4. The bus driver takes Jack and his friends to school. They wait at the bus stop for the big yellow school bus. When it comes, they get on and say "Good morning" to the driver.
  5. At school Jack sees the caretaker. The caretaker sweeps the floors. The caretaker keeps the school clean. Jack likes to help the caretaker push the snow off the sidewalks.
  6. The nurse comes to Jack's school. The children get their shots from the nurse. Sometimes the nurse looks at the children's teeth and eyes.
  7. After the nurse looked at Jack's teeth, he had to go to the dentist. Jack sat in a big chair that went up and down. The dentist put on a bright light and looked in Jack's mouth. He fixed Jack's tooth.
-

**Write a word from the list on each line.**

gardener	storyteller	opener	washer	letter carrier
rancher	sharpener	heater	camper	teacher
farmer	firefighter	polisher	driver	reader

---

someone who camps outside \_\_\_\_\_

someone who fights fires \_\_\_\_\_

someone who drives a bus \_\_\_\_\_

someone who grows a garden \_\_\_\_\_

someone who has a farm \_\_\_\_\_

someone who tells stories \_\_\_\_\_

someone who has a ranch \_\_\_\_\_

someone who brings the mail \_\_\_\_\_

someone who teaches \_\_\_\_\_

someone who reads books \_\_\_\_\_

something that washes clothes \_\_\_\_\_

something that opens a can of food \_\_\_\_\_

something that heats a room \_\_\_\_\_

something that sharpens your pencil \_\_\_\_\_

something that makes the floor shine \_\_\_\_\_

---

*Objective:* Recognize word structure er of agent.

*Directions:* Pupils underline the root word of each word in the list; then read the definitions and write, on the line, the correct word from the list.

**Put X beside the things you would find only in make-believe stories.**

- |   |   |
|---|---|
| <input type="checkbox"/> a lion driving a bus                 | <input type="checkbox"/> a boy picking flowers        |
| <input type="checkbox"/> trees with yellow leaves             | <input type="checkbox"/> a tiger that sings           |
| <input type="checkbox"/> a worm on the sidewalk               | <input type="checkbox"/> a cat chasing a bird         |
| <input type="checkbox"/> a monkey talking to itself           | <input type="checkbox"/> water coming out of a tap    |
| <input type="checkbox"/> a girl riding a horse                | <input type="checkbox"/> a talking road               |
| <input type="checkbox"/> a pencil that can draw all by itself | <input type="checkbox"/> a boy wearing skates         |
| <input type="checkbox"/> a camel sitting on a cloud           | <input type="checkbox"/> an elephant eating ice cream |
| <input type="checkbox"/> a bus that drives itself             | <input type="checkbox"/> a car horn honking           |
| <input type="checkbox"/> a pig with a purple wig              | <input type="checkbox"/> a telephone talking          |
| <input type="checkbox"/> a man watching birds                 | <input type="checkbox"/> a horse with wings           |
| <input type="checkbox"/> a cat that reads stories             | <input type="checkbox"/> an ugly troll                |
| <input type="checkbox"/> the moon shining at night            | <input type="checkbox"/> a dog that watches TV        |





1. The panther sat and waited and waited for the monkey children to come back. He got up and walked around. He looked up into the tree. He sat down; then he stood up again. The panther began to fidget.
  2. The panther looked at the monkey family and growled. He growled again and showed his teeth. Then he tried to grab father monkey with his big sharp claws. The monkey family ran away from the fierce panther.
  3. The panther climbed to the top of the tree. When he got to the top, he couldn't find the monkey family. The panther was puzzled. He didn't know where the monkey family had gone.
  4. Leo was a very fierce lion. When he growled the children and grown-ups were frightened and began to shake. Leo's loud voice made them tremble with fear.
  5. Marmaduke liked to purr and sleep in the warm sun. But he would come as soon as the keeper called him. Marmaduke liked the keeper and the children who came to see him. Marmaduke was a gentle lion.
  6. One day the keeper put a big box outside Marmaduke's cage. Marmaduke was curious about the box. He wanted to find out what was in it. So he poked his paw through the bars and tipped the box over.
-

**Read each question. Circle "Yes" or "No."**

Can Dean dream about a story he heard?	Yes	No
Does a beaver clean its leather hat?	Yes	No
Does a bird eat bread with its beak?	Yes	No
Can a seal learn to read?	Yes	No
Can a hungry man eat a great big steak?	Yes	No
Can your teacher hear you speak?	Yes	No
Can you spread peach jam on bread?	Yes	No
Can Earl eat a pearl early in the morning?	Yes	No
Can a peach steal a leaf from a stream?	Yes	No
Can you use a feather to put beads on a thread?	Yes	No
Does a weasel fear the measles?	Yes	No
Would your father spread grease on his beard?	Yes	No
Does an eagle reach for a sweater in the winter?	Yes	No
Can you feast on a steak?	Yes	No

---

*Objective:* Associate sound and symbol: /ē/, /e/, /ā/, ea, ear; /èr/, /ă/, ear; read sentences; distinguish fact and fancy.

*Directions:* Pupils read each question and circle "Yes" or "No." Pupils then reread each sentence and circle the words in which ea represents the same sound. (Dean-dream).

## Read the story.

There was a big lake behind the zoo. In winter when the lake was frozen, children skated on it. The animals in the zoo wished they could go skating too.

One day the zookeeper left his keys in Monkey's cage. Monkey saw his chance. He took the keys out of the lock.

He whispered to all the animals, "Get your skates. Tonight we're going skating!"

That night Monkey let all the animals out. They ran to the lake and put on their skates."

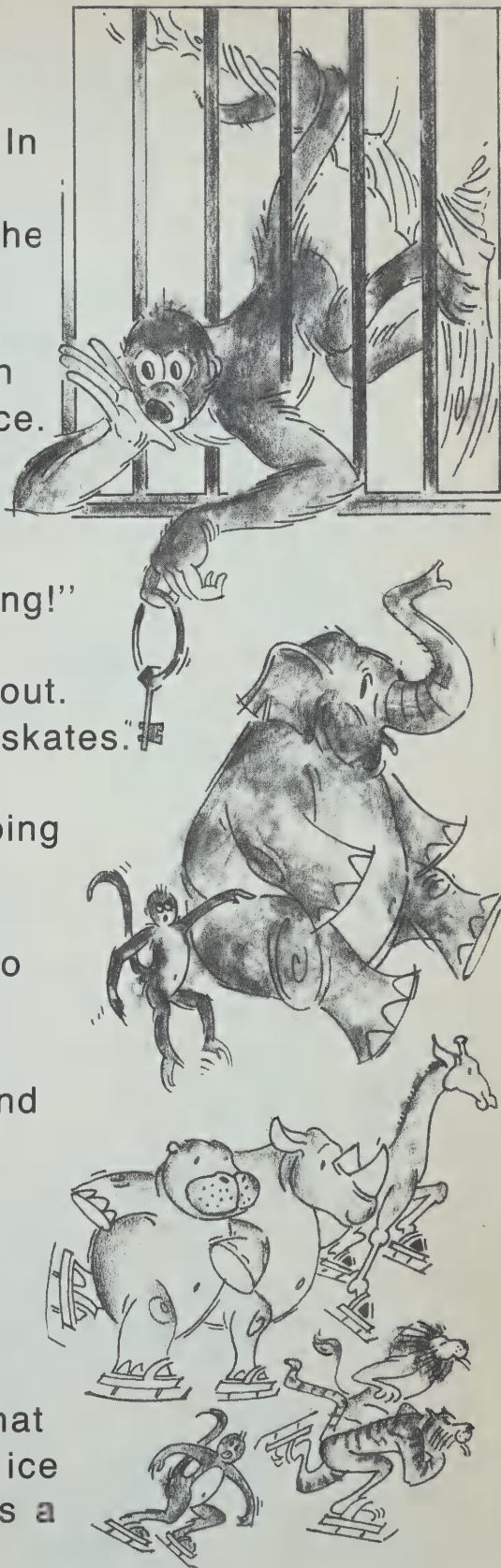
Monkey said, "Elephant, aren't you going to skate?"

"No," said Elephant. "I'm too big to go on the lake. I'll break the ice."

"Don't be silly," said Rhino. "Hippo and I are going to skate."

So Monkey and Rhino and Lion and Giraffe and Hippo and Tiger skated round and round the lake.

They were having such a good time that they didn't hear the funny sounds the ice was making. All of a sudden there was a big CR-A-A-CK.



*Objective:* Recognize relationships—sequence.

*Directions:* Pupils read the story; then number each group of sentences in the same order as the events occurred in the story. Be sure that the pupils know they are to consider each box separately and to start numbering from 1 in EACH box.

Monkey and Lion and Giraffe and Tiger scrambled to the shore. But Rhino and Hippo fell through the ice.

“What will we do?” cried the animals.

“I know,” said Elephant. “Monkey, bring me that long rope from your cage.”

Elephant took the rope and put a big loop in one end. Then he whirled the rope and threw it around Rhino and Hippo.

Elephant pulled and pulled on the rope. Monkey and Giraffe and Lion and Tiger pulled and pulled on Elephant. They pulled Rhino and Hippo out of the lake. Then all the animals went back to their cages.

They didn’t go skating again.

The zookeeper left his keys at Monkey’s cage.

The animals wanted to go skating.

There was ice on the lake.

Monkey took the keys.

The animals put on their skates.

Monkey let the animals out of their cages.

Rhino and Hippo said they were going to skate.

Elephant didn’t want to skate.

The ice broke.

Monkey got the rope.

Rhino and Hippo fell through the ice.

The animals pulled Rhino and Hippo out of the lake.

Elephant threw the rope around Rhino and Hippo.





## Read the story.

One day Herman Hippo went to buy some new shoes.

"Good morning, Herman," said the store clerk. "What do you want today?"

"Some new shoes," said Herman. "I want four pretty shoes."

"Yes! Of course!" said the clerk. And off he went to find some shoes for Herman. Soon he came back with lots of boxes. He had them piled like a tower.

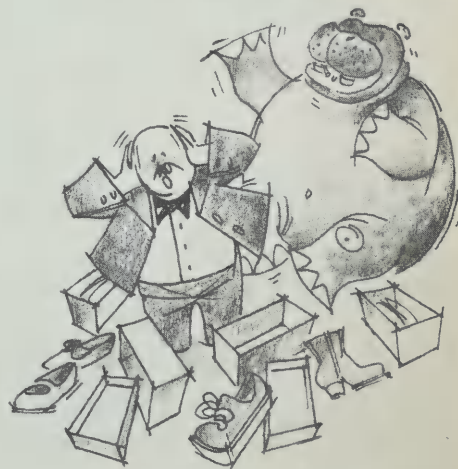
He couldn't see where he was going. CRASH! The clerk bumped into Herman. The boxes and shoes fell everywhere.

"Now what will we do?" cried the clerk. "I can't find the shoes that go together."

"Never mind," said Herman. "I've got lots of time. I'll help you. And I'll try on ALL the shoes!"

So Herman started to put shoes on and take shoes off.

Some shoes were too big. Some were too small. Some were too short and some were too long. Some were like boats. Some were like bags. Some pinched Herman's big toes.

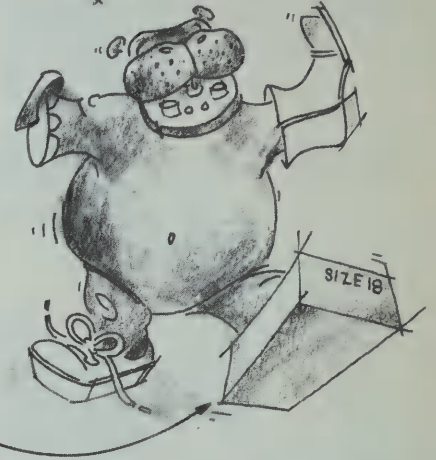


"I don't think you're going to find any shoes," said the clerk.

But Herman kept looking and looking.

After a very long time he found the shoes for him. He picked a bright red boot. He picked a pretty green slipper that fit one big toe. He picked an orange runner with long laces.

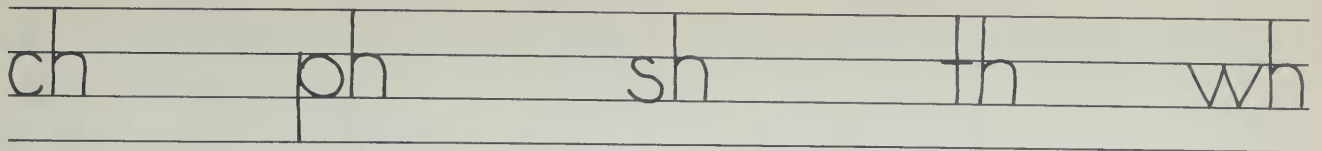
But the shoe Herman liked best was brown and yellow and looked like this.



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**Underline the sentences that tell about the story.**

1. The clerk had lots of shoes.
  2. Herman wanted some shoe boxes.
  3. The clerk didn't want to help Herman.
  4. Herman liked trying on shoes.
  5. The shoe Herman liked best was a box!
  6. Some shoes pinched Herman.
  7. Herman's feet were big.
  8. The clerk dropped the boxes of shoes.
  9. Herman needed five shoes.
  10. Herman took a long time to find his shoes.
  11. Herman liked the red boot best.
  12. This is a true story.
-



**Write the correct letters in each word.**

1. A big animal that lives in the sea is a \_\_\_\_\_ale.
2. A knife is \_\_\_\_\_arp.
3. The ground gets \_\_\_\_\_ite when the snow falls.
4. You can see a stove in the kit\_\_\_\_\_en.
5. Do you like to talk to your friends on the tele\_\_\_\_\_one?
6. You clean your tee\_\_\_\_\_ with a too\_\_\_\_\_ brush.
7. You can see your \_\_\_\_\_adow when the sun \_\_\_\_\_ines.
8. We saw two birds in a nest on the bran\_\_\_\_\_ of a big tree.
9. The \_\_\_\_\_ildren made loud noises with their \_\_\_\_\_istles.
10. An ele\_\_\_\_\_ant has big ears and a long trunk.
11. Did the \_\_\_\_\_understorm scare you?
12. We gave our dog a ba\_\_\_\_\_. She didn't like it.

*Objective:* Assessment: associate sound and symbol: consonant digraphs; close sentences.

*Directions:* Pupils complete the incomplete words by choosing a digraph from the top of the page and writing it on the line.

Write oi in each of these words.

c\_\_\_\_n

b\_\_\_\_l

j\_\_\_\_n

n\_\_\_\_sy

p\_\_\_\_nt

m\_\_\_\_st

s\_\_\_\_l

v\_\_\_\_ce

Write oy in each of these words.

b\_\_\_\_

t\_\_\_\_

enj\_\_\_\_

Write a word from the lists on each line.

1. When it rains the ground gets \_\_\_\_\_.
2. Trucks and buses are very \_\_\_\_\_.
3. Gus is a name for a \_\_\_\_\_.
4. A gardener plants seeds in the \_\_\_\_\_.
5. You can sing and talk with your \_\_\_\_\_.
6. A \_\_\_\_\_ is fun to play with.
7. You can \_\_\_\_\_ a game when you play with your friends.
8. You can \_\_\_\_\_ with your finger when you want someone to look.
9. You need a \_\_\_\_\_ when you want to get candy from a machine.
10. You can \_\_\_\_\_ two things with a piece of string.
11. Water will \_\_\_\_\_ when it gets very hot.

*Objective:* Associate sound and symbol /oi/, oi, oy; close sentences.

*Directions:* Pupils complete each word in the boxes and then close each sentence by writing in one of the words from the top.



star	her	bird	for	hurt
party	were	squirrel	store	pure
barks	mother	fire	worm	hurry
scare	bear	dirt	score	curb
warm	clerk	girl	short	purple
shark	early	whirl	storm	cure
bare	winter	tire	works	purse
large	hear	circus	horse	turtle

**Write the right word from the lists on each line.**

1. A dog makes a noise when it \_\_\_\_\_ .
2. My \_\_\_\_\_ paid the clerk for my  
new \_\_\_\_\_ coat.
3. We saw a \_\_\_\_\_ riding an  
elephant at the \_\_\_\_\_ .
4. My big sister \_\_\_\_\_ in a \_\_\_\_\_  
after school.
5. A \_\_\_\_\_ doesn't know how to hurry.
6. We had fun at the birthday \_\_\_\_\_ .
7. We were making a very \_\_\_\_\_ snowman  
in the yard.
8. The little \_\_\_\_\_ put some nuts in a hole.  
Then it covered the hole with \_\_\_\_\_ .

*Objective:* Assessment: associate sound and symbol: r-controlled vowels; close sentences.

*Directions:* Pupils mark the words that have the same vowel sound as the key word at the top of each list; then they close each sentence using words from the lists at the top of the page.

1. Everyone said, "Katie be quiet," because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Katie made a noise when she went out the door because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Katie made a noise in the hall because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Katie made a noise going down the stairs because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Mr. Zuk phoned because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Katie had to try to be quiet because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Katie's castle fell down because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Katie could make lots of noise in the park because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Katie went to the neighbors' apartments because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Read the story.

Karl and Anita lived in an apartment building. Many other children lived in the building, too. But Karl and Anita were the only children who had a pet. They had a dog called Teaser.



When Teaser was a puppy, he was very good. He didn't bark. He slept in his little box. And he was so small that Anita could carry him in her jacket pocket.

But Teaser grew. He got bigger and bigger. Now he didn't like to sleep and he couldn't get in the little box. He didn't fit into Anita's pocket. And he liked to bark.



One day Anita and Karl were taking Teaser for a walk. They put on his leash. Teaser tugged and pulled. He didn't like being on a leash. Karl held Teaser's leash as they walked down the stairs.

All of a sudden Teaser gave a big pull and the leash slipped out of Karl's hand.

Teaser ran down the stairs. He saw Mrs. Muffle in the lobby. He ran round and round her, barking as loudly as he could.

Then Mr. Moil came in the front door. He was carrying two big bags of groceries. Teaser ran up to Mr. Moil and jumped at him. Mr. Moil dropped his groceries.



*Objective:* Read a story; make judgments; write sentences.

*Directions:* Pupils read the story; then write their answers to the questions, after thinking carefully about what children should do.

Karl and Anita were yelling at Teaser.  
But he ran right out the front door. He  
was still barking.

He galloped across the lawn and through  
the flower bed. His feet made holes in  
the flower bed. Some flowers got caught  
on his leash. Teaser ran and barked.

Karl and Anita ran after him.

“Teaser! Teaser! Come here,” they shouted.

At last they caught him. Anita and Karl  
both took hold of the leash.

“You won’t get away this time,” they said.

When Anita and Karl got back to the  
apartment building, they met Mrs. Muffle  
and Mr. Moil.

They said to the children, “You’ll have to  
do something about that dog!”

**What do you think Karl and Anita should do about Teaser?**



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Write the words.

can

cat

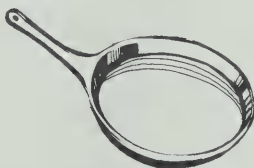
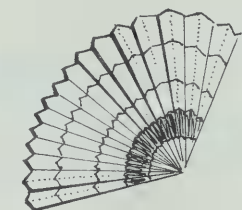
ran

hat

man

sat

Write words that  
rhyme with can.



Write words that  
rhyme with cat.



Use the list words to finish a sentence  
about each picture.

A \_\_\_\_\_ has a \_\_\_\_\_



A \_\_\_\_\_



Write the words.

me

we

oe

he

Write a list word on each line.

I can \_\_\_\_\_ a clown.



\_\_\_\_\_ has a funny hat.



\_\_\_\_\_ can see the clown.



The clown gave \_\_\_\_\_ a balloon.



Finish the sentence about each picture.

\_\_\_\_\_ put a funny \_\_\_\_\_

on our \_\_\_\_\_ .



The \_\_\_\_\_ ran after the \_\_\_\_\_ .

\_\_\_\_\_ ran fast.



Write the words.

like

big

look

to

little

saw

the

I



This is Jan with her dog and cat.

1. Tell what Jan can do.

Jan

2. Tell which pet is little.

3. Tell which pet is big.

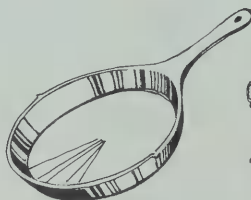
Write the words.

a	and
at	dad
am	bad
an	had

Put a line under the letter a in each word you wrote.

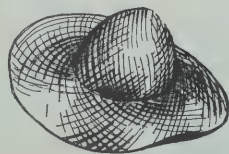
Write the letter a to finish the words.

h \_ \_ m



p \_ \_ n

c \_ \_ t

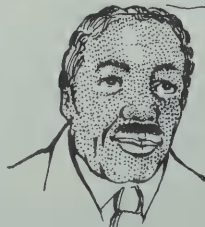


h \_ \_ t

m \_ \_ n

b \_ \_ nd

r \_ \_ t



s \_ \_ d

Read the words. Draw a line from each word to the right picture.



Write the words.

red

get

bed

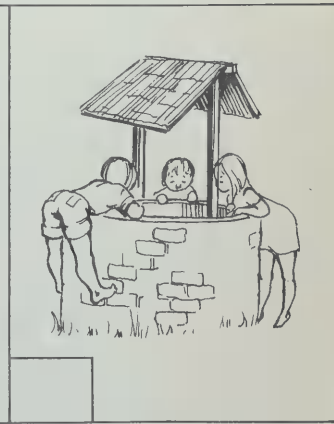
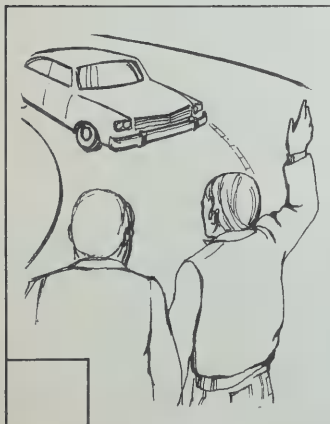
fell

men

Put a line under the letter e in each word you wrote.

Write the letter e to finish each word.

1. B\_\_n f\_\_d his p\_\_t h\_\_n.
2. The m\_\_n m\_\_t a r\_\_d car.
3. G\_\_t the t\_\_n b\_\_st p\_\_ns.
4. The b\_\_ll f\_\_ll in the w\_\_ll.



Read each sentence above. Write the sentence number with the right picture.

Write the words.

is

will

it

did

in

him

if

his

Put a line under the letter i in each word that you wrote.

Write a list word on each line.

This \_\_\_\_\_ Jim.

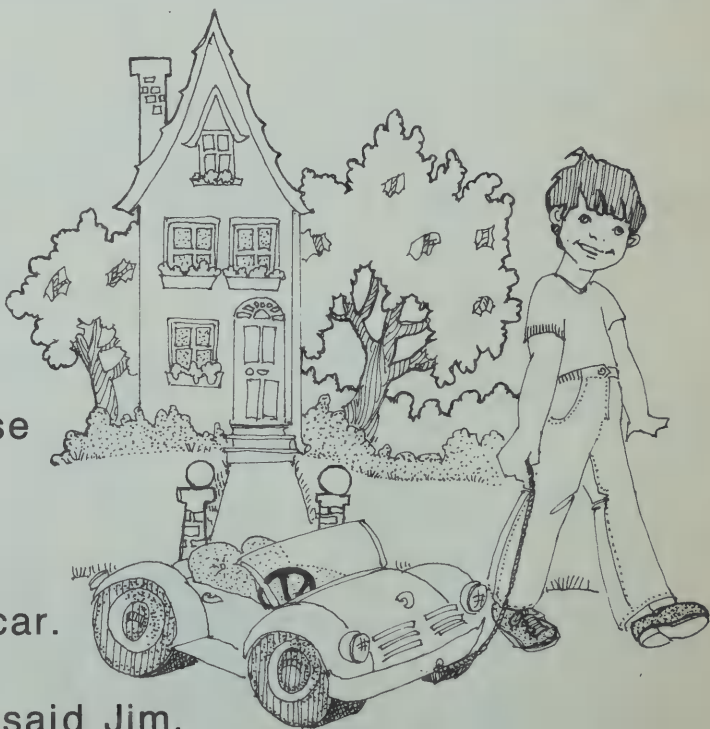
Jim lives \_\_\_\_\_ a little house

with \_\_\_\_\_ dad.

His dad gave \_\_\_\_\_ a toy car.

“What \_\_\_\_\_ I do with it?” said Jim.

“Play with \_\_\_\_\_ ,” said his dad.



a	red	fell	dad	if	his	and
at	bed	is	had	will	an	it
am	men	in	bad	did	get	him

1. Put a red line under all the words with a.
2. Put a blue line under all the words with i.
3. Put a green line under all the words with e.

4. Write all the list words that begin with h.

\_\_\_\_\_

5. Write the word that means:

father \_\_\_\_\_ something to sleep on \_\_\_\_\_

not good \_\_\_\_\_ what Humpty Dumpty did \_\_\_\_\_

6. Write all the list words that begin with i.

\_\_\_\_\_

7. Write all the list words that begin with a.

\_\_\_\_\_

8. Write a list word on each line.

My dad \_\_\_\_\_ a red coat.

Where \_\_\_\_\_ he get it?

Is it \_\_\_\_\_ the car? Get it for \_\_\_\_\_ .

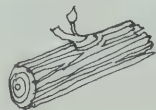
Write the words.

on	not
dog	got
mom	lot

Put a line under the letter o in each word that you wrote.

Write the letter o to finish each word.

l \_ g  
h \_ p  
fr \_ g  
d \_ ll



t \_ p  
s \_ cks  
d \_ g  
m \_ p

Read the words.

Draw a line from each word to the right picture.

Write a word that rhymes with dog. \_\_\_\_\_

Write a word that rhymes with top. \_\_\_\_\_



Write the words.

she

come

fish

some

dish

is

was

you

Use **sh** to finish the words.

di \_\_\_\_\_

spla \_\_\_\_\_

fi \_\_\_\_\_

ra \_\_\_\_\_



Write a list word on each line.

The girl \_\_\_\_\_ going to \_\_\_\_\_ .

\_\_\_\_\_ said, "Will \_\_\_\_\_ come too?"

We can get \_\_\_\_\_ fish."

Write the words.

up

fun

us

run

but

just

Put a line under the letter u in each word that you wrote.

Write a list word on each line.



The elephant said, "It is \_\_\_\_\_  
to go down the hill, \_\_\_\_\_  
it is not fun to go up."

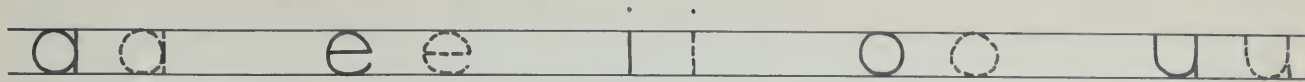


The tigers said, "We can \_\_\_\_\_ down  
the hill. See \_\_\_\_\_ run down the hill.  
We can run \_\_\_\_\_ the hill too."

The elephant said, "I can go down  
\_\_\_\_\_ as fast as you.  
But I can't run up this hill."



Trace the vowel letters.



Write the vowel letter to finish each word.



c\_\_bs



fr\_\_g



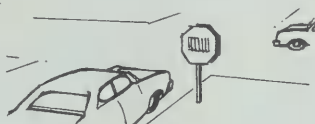
h\_\_nd



t\_\_n



m\_\_n



st\_\_p



sh\_\_p



v\_\_n



c\_\_ndy



b\_\_d



s\_\_n



s\_\_x



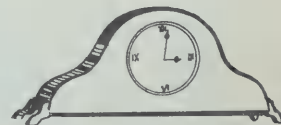
p\_\_n



c\_\_p



p\_\_n



cl\_\_ck



h\_\_p



m\_\_tts



l\_\_mp



c\_\_p

**Write the words.**

now

our

how

out

cow

found

down

house

clown

**Write a word that rhymes with each word below.  
Do not use list words.**

hat \_\_\_\_\_ can \_\_\_\_\_ house \_\_\_\_\_

cow \_\_\_\_\_ down \_\_\_\_\_ found \_\_\_\_\_

**Write two sentences about the picture.**





**Write the words.**

go

my

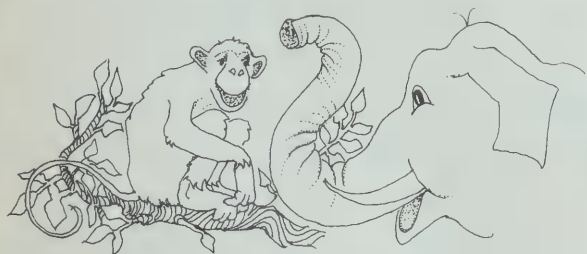
no

one

so

two

**Write list words on the lines.**



One day a little monkey met  
an elephant.

She said, "Where are \_\_\_\_\_  
friends?"

"Where did they \_\_\_\_\_ ?  
I want to find them \_\_\_\_\_  
we can play."

"There are \_\_\_\_\_ monkeys  
here," said the elephant.

\_\_\_\_\_ away and look  
for them."



The monkey met a tiger.

She said, "I want to find  
\_\_\_\_\_ friends. Help me  
find them \_\_\_\_\_ we can play."

The tiger said, "I saw some  
monkeys.

"There are \_\_\_\_\_ ,  
\_\_\_\_\_ , three little  
monkeys up in a tree.  
\_\_\_\_\_ and play with them."

Say each of the list words. Spell each word.

now	down	our	go	my
how	clown	out	no	one
cow	house	found	so	two

Write a story to go with each picture.



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**Write the words.**

play

see

day

tree

away

three

green

feet

**Put a red line under ay in the words that you wrote.**

**Put a green line under ee in the words that you wrote.**

**Read the sentences. Find the word that makes each one silly. Put a line under the word. Write a list word that makes the sentence right.**

1. A tree has black leaves. \_\_\_\_\_

2. We walk on our hands. \_\_\_\_\_

3. It is fun to cry. \_\_\_\_\_

4. We go to school every night. \_\_\_\_\_

5. A squirrel lives in a hat. \_\_\_\_\_

6. There is a story called. "The Ten Little Pigs." \_\_\_\_\_

7. I have two hands and two teeth. \_\_\_\_\_

Write the words.

too

look

room

took

school

book

went

good

ride

Put a red line under oo when it stands for the sound you hear in soon.

Put a green line under oo when it stands for the sound you hear in good.

Write a list word on each line.

Lara went to \_\_\_\_\_ .

Joe went to school \_\_\_\_\_ .

He \_\_\_\_\_ with Lara.

Lara took a \_\_\_\_\_ to school.

It was a \_\_\_\_\_ book.

She liked to \_\_\_\_\_ at the book.





Write the words.

car

start

barn

are

farm

1. Write the name of each picture.



2. Add s to these words.

car\_\_\_\_\_

barn\_\_\_\_\_

farm\_\_\_\_\_

start\_\_\_\_\_

3. Write words that rhyme with car.

Is the farm \_\_\_\_\_ away?

Look at the bright \_\_\_\_\_ in the sky.

There is \_\_\_\_\_ on the road.

4. Write words that rhyme with start.

I have a cherry \_\_\_\_\_ in my lunch.

I'll give \_\_\_\_\_ of it to you.

**Write the words.**

girl

horse

bird

work

for

**1. Write a word that has a silent e.** \_\_\_\_\_

**2. Add 's to words from the list.  
Write the words in the sentences.**

The \_\_\_\_\_ book is on her desk.

A \_\_\_\_\_ nose is very soft.

The \_\_\_\_\_ nest is in the tree.

**3. Add -s, -ed, -ing to work.**

\_\_\_\_\_

**4. Write a list word on each line.**

**Finish the sentence using your own words.**

I would like a \_\_\_\_\_

a pet because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Write the words.**

after

father

mother

flower

**1. Write two list words that begin with the same letter.**

\_\_\_\_\_

**2. Write words that rhyme with flower.**

We can make a tall \_\_\_\_\_ with our blocks.

There was a \_\_\_\_\_ of rain this morning.

**3. Write a word that means the same as Mom.** \_\_\_\_\_  
**Write a sentence about your mom.**

\_\_\_\_\_  
\_\_\_\_\_.

**4. Write a word that means the same as Dad.** \_\_\_\_\_  
**Write a sentence about your dad.**

\_\_\_\_\_  
\_\_\_\_\_.

**5. Have one of your friends say the list words. Write the words on the lines. Check your words with the list.**

\_\_\_\_\_  
\_\_\_\_\_

**Write the words.**

upon	into	
something	sometimes	outside

**Write three more compound words, using these words:**

some    in    one    side    where


**Write a list word on each line.**

We like to play \_\_\_\_\_ with our big red ball.

\_\_\_\_\_ the ball bounces \_\_\_\_\_  
the trees.

One time we threw it \_\_\_\_\_ the roof.

We wanted to get the ball down.

We needed \_\_\_\_\_ to climb up.

We went \_\_\_\_\_ the house and got a ladder.

Then we climbed \_\_\_\_\_ the roof and got  
our ball.



**Write the words.**

back

last

black

just

ask

**1. Write words that rhyme with back and black.**

A duck says, " \_\_\_\_\_ ! \_\_\_\_\_ !"

Did you put your bike in the \_\_\_\_\_ ?

You can put your toys in this big \_\_\_\_\_ .

You can hang up your painting with a \_\_\_\_\_ .

**2. Add -s, -ed, -ing to ask. Write the words.**

**Write a word on each line.**

"Can you play with me?" \_\_\_\_\_ Pete.

"I will have to \_\_\_\_\_ my mother," said Stan.

**3. Write a list word on each line.**

The school bus got stuck in the snow.

We were \_\_\_\_\_ about late for school.

We were the \_\_\_\_\_ ones to come in.

We had to wait at the \_\_\_\_\_ of the room.

barn	car	cat	dad	dog	farm
father	fish	house	horse	girl	mom
bird	men	mother	little	man	

**1. Write the words for people.**

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ |          |

**2. Write the words for pets.**

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ |          |

**3. Write a list word on each line.**

You can ride in a \_\_\_\_\_ .

A girl lives in a \_\_\_\_\_ .

A baby is \_\_\_\_\_ .

Animals live in a \_\_\_\_\_ .

**4. Write words that tell about each picture.**



a \_\_\_\_\_ in a \_\_\_\_\_



a \_\_\_\_\_ in a \_\_\_\_\_



a \_\_\_\_\_ on a \_\_\_\_\_



a \_\_\_\_\_ on a \_\_\_\_\_

made	name	came	time	nice	take
make	cake	gave	white	home	

1. Write list words on each line.

Snow is \_\_\_\_\_ .

I want to \_\_\_\_\_ a \_\_\_\_\_ .

What \_\_\_\_\_ do you get up?

What is your \_\_\_\_\_ ?

2. What letter is silent in all the list words? \_\_\_\_\_

3. Write words for each picture.

Write words that rhyme with take, nice, white.



a \_\_\_\_\_ on a \_\_\_\_\_



three \_\_\_\_\_



a milk \_\_\_\_\_



a \_\_\_\_\_

Write list words on each line.

I like red and yellow leaves. They are \_\_\_\_\_ .

We \_\_\_\_\_ to school on a big yellow bus.

We \_\_\_\_\_ cookies at school.

We \_\_\_\_\_ some cookies to the teachers.

eat                  head                  farmer                  worker                  player

**1. Write list words under each picture.**



**2. Write words that rhyme with eat.**

When you put your books away, your desk looks \_\_\_\_\_ .

Mother put the \_\_\_\_\_ on the stove to cook.

The stove is hot. Can you feel the \_\_\_\_\_ ?

**3. Write list words on each line.**

Ben's dad has a farm. He is a \_\_\_\_\_ .

Ben helps his dad work on the farm.

Ben is a good \_\_\_\_\_ .

Ben plays ball too. He is a good \_\_\_\_\_ .

**4. Write words that rhyme with head.**

I like to \_\_\_\_\_ lots of jam on my \_\_\_\_\_ .

I need some \_\_\_\_\_ to fix the tear in my coat.

**5. Add -s and -ing to eat.** \_\_\_\_\_

I am \_\_\_\_\_ a cookie.

A dog \_\_\_\_\_ bones.



gave

made

name

came

home

time

white

head

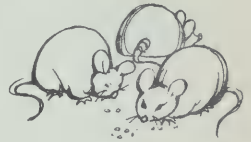
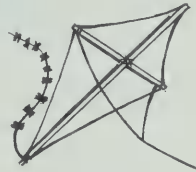
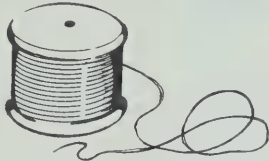
eat

nice

1. Write the words that begin with the same sounds.

2. Write words for each picture.

Write the list words that rhyme with the name of each picture.

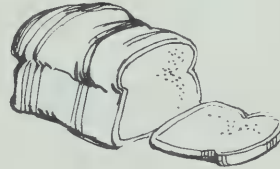


dime  
time

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. Write list words on each line.

We \_\_\_\_\_ a big \_\_\_\_\_ snowman.

It took us a long \_\_\_\_\_ to make.

Mom \_\_\_\_\_ us a hat for his \_\_\_\_\_.

“What does a snowman \_\_\_\_\_ ?” asked Dad.

“Just meat and bread!” we said.

boy                      then                      with                      toy                      when

1. Write a list word under each picture.



2. Write words that rhyme with then.



10



3. Write a list word on each line.

Stan is a name for a \_\_\_\_\_ .

Did you bring your library books \_\_\_\_\_ you?

We'll play ball \_\_\_\_\_ the yard is dry.

Help me find my \_\_\_\_\_ cat, \_\_\_\_\_

I'll go and play \_\_\_\_\_ you.

4. Have one of your friends say the words in the list.

Write the words on the lines. Check the words together.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

sister

when

over

then

never

with

were

**1. Write a list word on each line.**

My \_\_\_\_\_ is older than I am.

Where \_\_\_\_\_ you playing ball?

We \_\_\_\_\_ play ball in the winter.

We pushed our sleigh \_\_\_\_\_ the hill.

**2. Write 2 words that begin with the same sound.**

\_\_\_\_\_

**3. Write 3 words that end with the same sound.**

\_\_\_\_\_

\_\_\_\_\_

**4. Write 1 word that has a silent letter.**

**Circle the silent letter.**

\_\_\_\_\_

**5. Write another word for girl.**

\_\_\_\_\_

**6. Write 2 words that rhyme with ten.**

\_\_\_\_\_

bear

door

dear

your

1. Write 2 words that begin with the same sound.

\_\_\_\_\_

2. Write words that rhyme with dear.

There are no clouds today. The sky is \_\_\_\_\_ .

Don't go \_\_\_\_\_ the river when the ice is on it.

3. Write words that rhyme with bear.

I want to \_\_\_\_\_ my new jacket.

Don't \_\_\_\_\_ your jacket when you walk  
in the woods.

I'd like a big yellow \_\_\_\_\_ to eat.

4. Write list words on each line.

Where is \_\_\_\_\_ sister today?

Were you holding the \_\_\_\_\_ open?

We saw a \_\_\_\_\_ in the woods.

Oh, \_\_\_\_\_ ! What will we do if the \_\_\_\_\_  
chases us?

5. Have one of your friends say the words in the list.

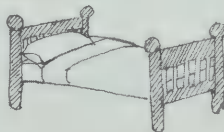
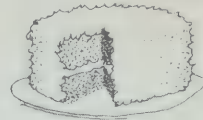
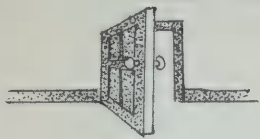
Write the words on the lines.

Check the words together.

\_\_\_\_\_



Write words for the pictures.



1

2

3



**1. Write 5 compound words.**

---

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---

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**2. Write a word that rhymes with each underlined word.**

It's fun to ride on a \_\_\_\_\_ .

We can sweep the room with a \_\_\_\_\_ .

A funny \_\_\_\_\_ came down the hall.

We found a dime on the \_\_\_\_\_ .

I'll ask the clown if we can try on his \_\_\_\_\_ .

Did you take a \_\_\_\_\_ to the party?

We can play at the farm all \_\_\_\_\_ .

**3. Write 2 words that tell when.** \_\_\_\_\_

**4. Write 6 words that tell where.** \_\_\_\_\_

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**5. Write the word that means:**

Someone who farms \_\_\_\_\_

Someone who works \_\_\_\_\_

Someone who plays \_\_\_\_\_

**6. Write the names of 3 colors.**

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# Spelling List

a	car	gave	last	play	took
after	cat	get	like	player	toy
am	clown	girl	little		tree
an	come	go	look	ran	two
and	cow	good	lot	red	
are		got		ride	up
ask	dad	green	made	room	upon
at	day		make	run	us
away	dear	had	man		
	did	hat	me	sat	was
back	dish	he	men	saw	we
bad	dog	head	mom	school	went
barn	door	him	mother	see	were
be	down	his	my	she	when
bear		home		sister	white
bed	eat	horse	name	so	will
big		house	never	some	with
bird	farm	how	nice	something	work
black	farmer		no	sometimes	worker
book	father	I	not	start	
boy	feet	if	now		you
but	fell	in		take	your
	fish	into	on	the	
cake	flower	is	one	then	
came	for	it	our	three	
can	found		out	time	
	fun	just	outside	to	
			over	too	



DATE DUE SLIP

Words

ing Them.

DUE EDUC JAN 14 '82	DUE EDUC OCT 30 '85
DUE EDUC JAN 20 '82	DUE EDUC NOV 14 '85
RETURN JAN 27 '82	NOV 13 RETURN
DUE EDUC FEB 23 '82	DUE EDUC JUN 11 '86
RETURN FEB 18 '82	
DUE EDUC NOV 22 '82	JUN 11 RETURN
RETURN NOV 22 '82	DUE EDUC OCT 20 '88
DUE EDUC JAN 18 '83	OCT 14 RETURN
RETURN JAN 18 '83	DUE EDUC OCT 30 '88
DUE EDUC OCT 03 '84	1993 OCT 26 RETURN
OCT 03 RETURN	
DUE EDUC NOV 24 '86	
DUE EDUC DEC 1 '84	
OCT 09 RETURN	



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